

Activating Your Program's Strategy and Evaluation

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Today's Session

- Purpose
 - We'll focus on a technique a manager can utilize to bring focus to the initiatives within their organization.
- What We'll Cover
 - A 5-step model that will aid in making your strategy and evaluation efforts more effective

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Activities

- Introduce ourselves
- Provide you a framework for linking what you want to do with what you can do
 - Explain the important parts of a clear strategy and evaluation
- Coach you in building your own plan.

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Agenda

- Part 1
 - Introductions
 - Context of today's techniques in comparison to large, organizational strategic planning
 - Rationale for focusing on return-based strategy
 - Step-by-step overview of the framework
- Part 2
 - Practice and Coaching
 - Review of plans
 - Conclusions and Evaluation

Introductions

- Name
- Organization
- One challenge you face to improve educational technology in your setting

“R” in ROI

To Optimize Your Return

- One should think in terms of “change” and not in terms of “do”
 - Identifying change
 - Implementing for change
 - Confirming change
- The notion of “balance” in planning programs.
- Planning within a “strand” is important

Strand of Strategy

The change we will make	The reason why the change is needed	Things we will do to create the change	Things you need to create the change	We should not look for change until...	Indicators the change has occurred	The way we will collect the indicators	When we'll collect them	Who'll be collecting them
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Overarching
change your
organization
makes in the
world

Programs, Projects & Initiatives


**Assumption:
Organizational
strategic planning
drives decisions to
engage in certain
kinds of programming**

Overarching
change your
organization
makes in the
world

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Programs, Projects & Initiatives



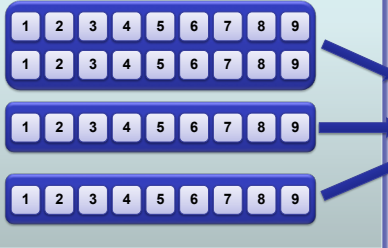
Overarching
change your
organization
makes in the
world

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Strands of strategy

Programs, Projects & Initiatives



Overarching
Impact your
organization
makes in the
world

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Rationale

- The more concrete and verifiable you are able to articulate your program; the more likely you are to be able to
 - adjust it when things go askew
 - indicate to others whether your program is working

Process outcomes:

Define realistic expectations for results

Identify beneficiaries

**Design programming to meet
student needs**

**Supports your needs to
monitor progress using
appropriate indicators**

**Communicate to others what
your programmatic
expectations are**

**Invite collaboration in
and constructive
criticism of your plans**

Today...

Try

- Strategy and evaluation are “wicked problems”
- One must try to solve the problem in order to understand it.
- One must share their experience to develop.

One should think in terms of “change” and not in terms of “do”

Identifying change
Implementing for change
Confirming change

The notion of “balance” in planning programs.

Why planning within a “strand” is important

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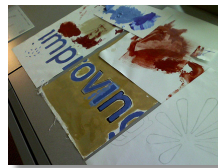
Step 1 of a “strand”

State the **change you will make**
via your project or initiative.

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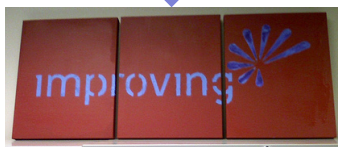
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Change
statements
indicating a
**movement from A
to B.**



They indicate a
change or an
improvement...

...or an **increase**
or **decrease.**



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The Change We Will Make

- Express the exact change you intend to make.
- Be SMART
 - Specific
 - Measurable
 - Attainable
 - Realistic
 - Time-based

Change statements are SMART

Specific Measurable Attainable Realistic Time-based

Change statements are SMART

Specific Measurable Attainable Realistic Time-based



Not vague. Others “get it” immediately
No “and.” No “or.” No “also.”
No “so that...”

Change statements are SMART

Specific	Measurable	Attainable	Realistic	Time-based
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↑

Worded in a way that you can sense an increase or decrease is sought. Expressed as a change!

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Change statements are SMART

Specific	Measurable	Attainable	Realistic	Time-based
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↑

It's something you can really attain. Feasible within a fiscal year or less.

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Change statements are SMART

Specific	Measurable	Attainable	Realistic	Time-based
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↑

It's realistic given your mandate, reach and resources

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Change statements are SMART

Specific	Measurable	Attainable	Realistic	Time-based
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**You know the time period needed to reach the goal.
Will not drag on forever.**

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Let's practice

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Help troubleshoot this change statement

We will offer 10 workshops for our teachers

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Here's the next one

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Help troubleshoot this change statement

Conduct a parent outreach project to create a positive school image brand and highlight positive feelings

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Example

Step 1:
The change we will make

By the end of 2010-2011 school year, 100% of the instructional units designed by the Technology Advisory Group will meet the quality criteria of the Digital Learning Design Rubric.

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Step 2 of a “strand”

State the **the reason why**
the change is needed.

2. The Reason Why Change is Needed

- Fill in why you believe a specific change is important.
- Why do this?
 - You have to know at all times why you are engaging in the work you’re doing
 - Create support, internally and externally, for the projects in the organization
 - To ensure the work is consistent with your mission

Example of 1 & 2 in Context

Step 1: The change we will make	Step 2: The reason why the change is needed
By the end of 2010-2011 school year, 100% of the instructional units designed by the Technology Advisory Group will meet the quality criteria of the Digital Learning Design Rubric.	Currently, quality units and lessons that lacking. We need to produce more sample units that promote 21st century thinking through the use of digital and other tools. Developing early adopters and teacher leaders will pave way for large scale change.

Step 3 of a “strand”

State the **the things you will do**
to create the change.

3. Things You Will Do

- Most people start here.
- Indicating what you will do is important, but it should not be the first step in a plan.
- Make sure you have “balance” in your activities

3. Things You Will Do

Why is it risky to begin any plan with what you'll do rather than what you'll change?

3. Things You Will Do

Step 3:
Things We Will Do
Establish Tech Advisory PD
schedule and content
Convene stakeholders on
what professional
development should look like

Clearly define success
criteria

Step 4 of a “strand”

State the **the things you need**
to create the change.

4. Things We Need to Make the Change

- Make fair estimates of staff and supplies needed for the activities described in column three.

Step 4:
The things we need to make the change
Technical support (Digital-age learning coach)

Sample video units and/or written units

Collaboration opportunities

Venue for meetings

Etc.

The concept of balance applies here as well!

All of these muse be in service to “the change”

Step 5 of a “strand”

We will should not look
for change **until...**

Step 5 of a “strand”

Ask yourself:

**What data is needed at what
level to know you’re ready to
say “let’s see if this worked.”?**

Step 6 of a “strand”

Indicators that the
change has occurred

Step 6 of a “strand”

“what do I need to see or hear to know the change has occurred?”

Indicators of Success

- Documented evidence
- Something you need to **see** or **hear** to convince others a goal has been reached



Indicator Examples

Step 6:
Indicators the change has occurred

Increased percent of units meeting the preset quality criteria.

Step 7 of a “strand”

The way we will **collect**
the **indicators**

How you'll collect indicators

- Survey
- Focus Group
- An agreed-upon metric
 - Counts
 - Rates
 - Existence of something new



Step 7 of a “strand”

- What method will you use?
 - Face to face survey
 - Paper based survey
 - Web based survey
 - Telephone survey
 - Face to face interview
 - Telephone interview
 - Focus groups
 - Document review
 - Observations
 - Activity Logs/Skill Sheets
 - Tests
- What sources will you draw from?
 - Participants
 - Parents or relatives of participants
 - Others impacted (specify as many as necessary)

Step 8 of a “strand”

**When we’ll collect
our indicators**

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Step 8 of a “strand”

- How soon do you need information?
- To what extent are your outcomes “phased.”
- Do you have a “ladder” of outcomes?
- What can you collect on your own, and what will you need help with?

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Step 9 of a “strand”

Who will collect the indicators?

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Step 9 of a “strand”

Who will collect the indicators?

Strand of Strategy

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Questions? Comments?



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John Nash is on Twitter
<http://twitter.com/jnash>

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- Like
- Like
- Wish

I like that _____.

I like that _____.

I wish that _____.

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